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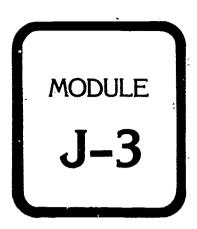
Records; Teacher Education Curriculum; *Teaching

Skills

ABSTRACT

This third in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators aid in (1) promoting student interest in the cooperative program, (2) helping students gather information about themselves in order to determine whether the cooperative program fits their needs, and (3) gathering the data needed to determine if a student meets program entry criteria. The terminal objective for the module is to enroll students in a co-op program, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check guizzes, model answers, checklists of student screening and selection criteria, several student record forms and interview schedules, and the teacher rerformance assessment form for use in evaluation of the terrinal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (FETE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)





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Enroll Students in Your Co-op Program

MODULE J-3 IN CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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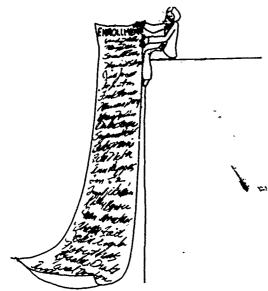
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INTRODUCTION

Cooperative vocational education programs offer students unique opportunities not available through "traditional" in-school courses. The teacher-coordinates has responsibility to help ensure that the students who can benefit most from the cooperative program actually get enrolled in the program.



Before taking this module, you established competency in developing criteria for evaluating prospective students. You may also have data on stated and/or tested interests of potential stu-

dents. This information can further assist the teacher-coordinator in meeting his/her responsibility for having students in the program who can benefit most from the training and instruction provided within that program.

This module is designed to aid you in (1) promoting further student interest in the cooperative program, (2) helping students gather information about the program and about themselves in order to determine whether the cooperative program fits their needs, and (3) gathering the data you need to determine if a student meets your program entry criteria.

NOTE: Since identifying and enrolling prospective students often involves such activities as promoting the cooperative program, determining the needs and interests of students, and conducting individual and group conferences, you may wish to complete some of the following modules prior to, or concurrent with, taking this module:

- Modules G-2-G-7 in Category G: School-Community Relations
- Determine Needs and Interests of Students, Module B-1
- Gather Student Data Using Formal Data-Collection Techniques, Module F-1
- Gather Student Data Through Personal Contacts, Module F-2
- Use Conferences to Help Meet Student Needs, Module F-3



ABOUT THIS MODULE

Objectives



Enabling Objectives:

- After completing the required reading and viewing the slide/tape, demonstrate knowledge of the techniques used in identifying and enrolling prospective students (Learning Experience I).
- Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the cooperative prooram (Learning Experience II).
- Given screening criteria and recruitment data for a nypothetical prospective student, decide tentatively whether to enroll that student in the cooperative program (Learning Experience ill).
- Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the cooperative program (Learning Experience IV).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

Establish Guidelines for Your Cooperative Vocational Program, Module J-1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

The slide/tape presentation, Uthe, Elaine F., "Forms for Recruitment and Selection," part I-D of The Cooperative Vocational Program: Coordination Techniques developed at the Michigan State University, 1972.

Slide projector, tape recorder, and screen for viewing and listening to the slide/tape presentation.

Optional

Materials to use in preparing a brochure for explaining and promoting the cooperative program.

Resource materials on occupational opportunities in your area with which you can start a resource file.

The videotape, Richardson, Donald and Charles Beall, "Student Screening," from the series, Coordinating Techniques, Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment for viewing the videotape on student screening.

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus; OH: Charles E. Merrill Publishing Co., 1975.

Sample forms for recruitment being used in existing cooperative programs which you can review or use as a basis for developing your own forms.

Learning Experience II

Required

The cassette tape, Uthe, Elaine F., "Mary Lou at Recruitment Time," part I-H of The Cooperative Vocational Program: Coordination Techniques developed at the Michigan State University, 1972.

Cassette tape recorder for listening to the tape recording of Mary Lou at recruitment time.

Learning Experience III

Required

The cassette tape, Uthe, Elaine F., "Betty at Recruitment Time," part I-I of The Cooperative Vocational Program: Coordination Techniques developed at the Michigan State University, 1972.

Cassette tape recorder for listening to the tape recording of Betty at recruitment time.

Learning Experience IV

Required

The cassette tape, Uthe, Elaine F., "Wayne at Recruitment Time," part 1-J of The Cooperative Vocational Program: Coordination Techniques developed at the Michigan State University, 1972.

Cassette tape recorder for listening to the tape recording of Wayne at recruitment time.



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Learning Experience V

Required

An actual school situation in which, as part of your duties as a cooperative teacher, you can enroll students in your co-op program.

A resource person to assess your competency in enrolling students in your co-op program.

This module covers performance element numbers 332–336 from Calvin J. Cotrell et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and ten inology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

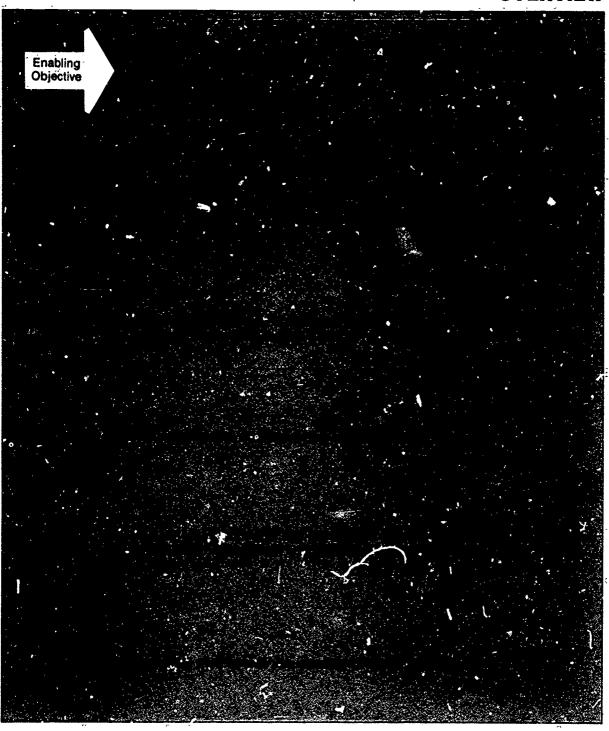
We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of the modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502:



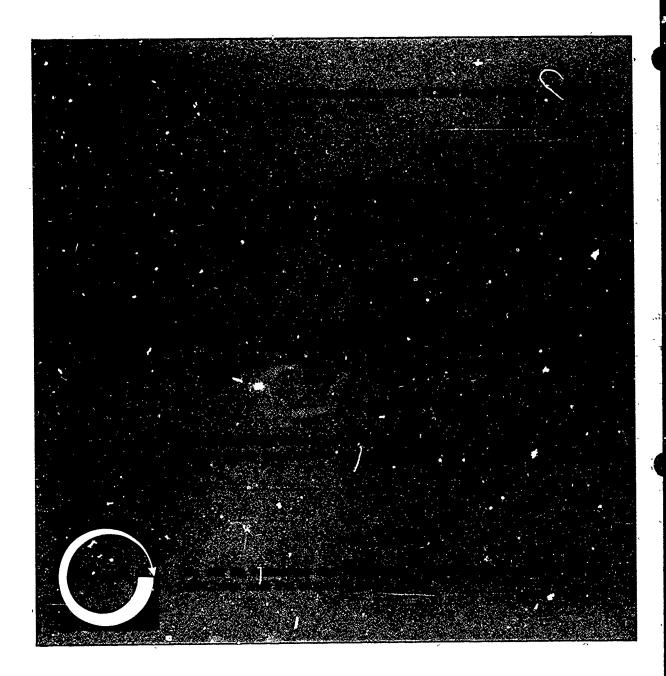
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Learning Experience I











The student enrollment process a two-way effort. For information on one half of this effort—how to make students aware of the cooperative program and to help them determine if it meets their needs—read the following information sheet:

GUIDING PROSPECTIVE STUDENTS IN EXPLORING THE COOPERATIVE PROGRAM

Students and their parents can be provided with descriptive information relative to the cooperative program via open houses, brochures, posters, displays, live presentations, media presentations, etc. Once students have been initially introduced to the cooperative program, you need to help them gather data about their occupational needs and interests. For students who have never taken any of the standardized tests for measuring scholastic aptitudes, occupational aptitudes, or interests, the administration of tests of this sort would be a good place to start. The guidance staff in your school can suggest appropriate tests.



Responsibility for obtaining copies of the selected tests, setting up the date and time for testing, and administering the tests according to the prescribed directions varies according to school policies. In some schools, this responsibility rests

solely with the guidance staff. In other schools, teachers may administer tests, but must have consulted the guidance staff first. In still other schools, the teacher may have the sole responsibility for these testing tasks. Therefore, it is important to check testing policies before you initiate any action in this area.

The resulting interpretation from aptitude or interest tests will allow students to see, objectively, what their occupational interests and abilities seem to be. At this point, the students need to have access to resource materials containing information on occupational opportunities. The students can scan this occupational information using their test results to measure each occupation's suitability for them.

As a teacher-coordinator, you should maintain a file of current resource materials. A guidance counselor may have some resources available, but they are generally fairly broad in scope. Your file can be specific to your occupational specialty. You will need to gather materials, devise a system for filing these materials so that they are easily accessible to students, and orient students to the use of both the materials and the system.

In addition to the materials you have available, you need to provide students with a list of additional resources which they could secure should they need or want further information. This list and the file materials would, of course, have to be continuously updated or revised based on the changing occupational opportunities in the world of work.

To gain skill in a variety of techniques to promote your vocational program, you may wish to refer to Modules G-2-G-7 in Category G: School-Community Relations.



You may wish to attempt to rough-out a brochure that you could use to explain a cooperative program in your service area to prospective students. Module G-3, Develop Brochures to Promote Your Vocational Program, could be of assistance to you should you decide to work on this activity.





You may wish to start work on developing a file of resource materials on occupational opportunities in your area. You could locate sources to include, and/or prepare a bibliography of resources to be included, and/or develop a system for filing resources so they are readily available to users.



You may wish to draft a model letter of acceptance and a model letter of non-acceptance. You could attach to the non-acceptance letter a list of all the possible reasons for non-acceptance that you can think of.



The other half of the two-way student enrollment process is related to the teacher's need to gather data concerning the needs, interests, and abilities of the prospective student. For information regarding the data-gathering techniques you will use as a teacher-coordinator, listen to and view the slide/tape presentation by Uthe, "Forms for Recruitment and Selection." Samples 1–6 which follow are samples of the forms discussed in this slide/tape. It is recommended that you review these forms briefly before viewing the slide/tape presentation.



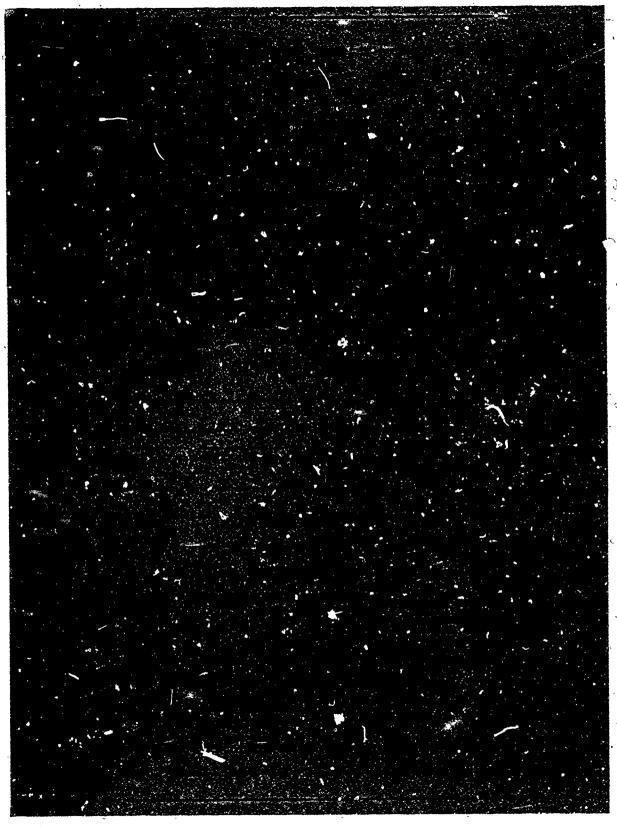
You may wish to view the videotape, "Student Screening," from the series on Coordinating Techniques by Richardson and Beall, Colorado State University. This videotape shows a teacher-coordinator conducting two separate screening interviews with prospective students. It is helpful in illustrating the interview items to be followed, and the techniques for conducting effective screening interviews.

SAMPLE 1



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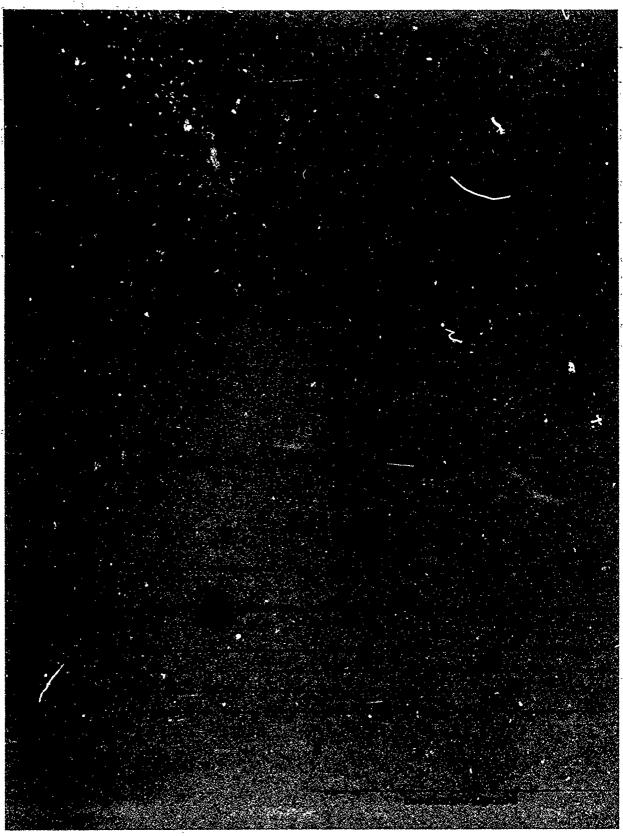




SAMPLE 3

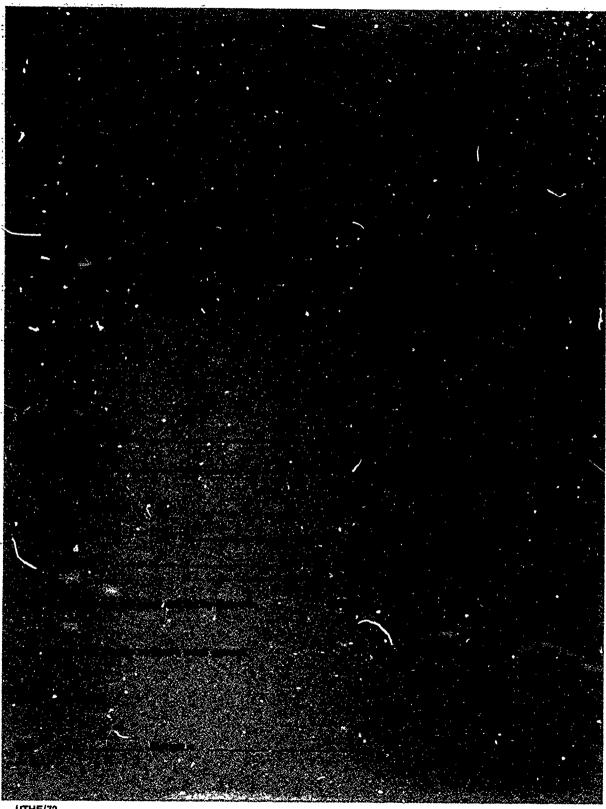








SAMPLE 5

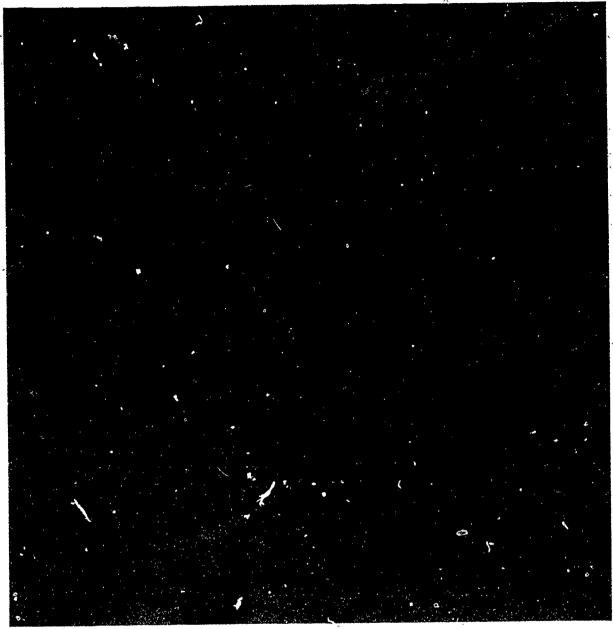


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SAMPLE 6



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For information on the availability and location of other recruitment forms and other sources of data on students, read the following information sheet:

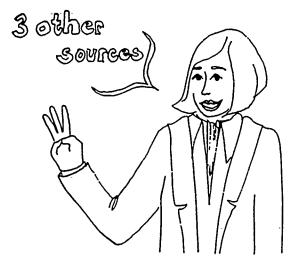
OTHER RECRUITMENT FORMS AND DATA-GATHERING SOURCES

Alternative: Forms for Recruitment and Selection

The forms suggested in the Uthe slide/tape are perfectly acceptable, but are, as you probably noticed, geared to office occupations (see Samples 1–6). The forms that you will use for your program will depend on (1) the forms which are suggested or required by your district or state, and (2) the requirements of your particular service area as indicated by your student entry criteria. Rather than develop forms, enough forms already exist that you can adapt these to suit your own needs.

Other Data-Gathering Sources

Three other sources need to be tapped in this data-gathering process.



Former Employers.—You may have noticed that Sample 1 (the application form) contained a section in which the student could list previous work experience. By contacting the former employers a student has listed, you may be able to acquire some vital information as to how the student actually performs in a job situation. Some students who do little to recommend themselves

to their teachers perform quite differently on the job. On the other hand, a former employer's evaluation may duplicate the teacher's evaluation. In attempting to identify students for your program, this employer information-can-be invaluable.

Parents.—Parents should be interviewed to obtain additional student data. A student's parents should be able to give you information regarding the student's aptitudes and interests. During such an interview, you can also determine the parent's aspirations for the student, and whether these aspirations are the same as, or different from, the student's aspirations. If a parent indicates that he wants his son or daughter to be a teacher, whereas the student has indicated a desire to be a secretary, a problem may exist. The interview allows, you to unearth these problems, and to deal with any questions a parent may have about the program.

Guidance Staff.—We mentioned previously that guidance staff can be of help in selecting and/or administering standardized tests, and in determining general entry criteria. They can also be of assistance in analyzing and interpreting student data. Persons with degrees in guidance and counseling have been specially trained in analyzing and interpreting data. They can explain what a test score indicates, both in relation to national scores, and in terms of the individual student. They can help you sort through the quantity of data you gather for each individual, and select out the most relevant information. They can assist you in dealing with conflicting data.

In addition, due to the nature of their counseling responsibilities, they may get to know many students on a one-to-one basis. This knowledge can help them to help you make your final identification of students for your cooperative program.

There may be an occasion when parents and counselors indicate a low regard for a cooperative vocational program. In some cases, they may feel that the vocational program will not benefit the student and may suggest an academic program preparing the student for future education. The



teacher-coordinator certainly must consider these opinions. However, the counselor and parents should be reminded of the employment skills which can be used at any time that will be acquired through the cooperative program. The program can also serve as a basis for future career opportunities as well as for future educational goals.

One more thing—copies of all data you have gathered, via written forms, via testing, via interviews, etc., and all decisions made as a result of interpretations of these data by you and the counselor, should be filed in the student's cumulative record file.



For further information on recruitment techniques and for examples of other recruitment forms, you may wish to read sections dealing with these topics in the supplementary references, A Guide for Cooperative Vocational Education; Mason and Haines, Cooperative Occupational Education and Work Experience in the Curriculum; and/or Meyer, Crawford, and Klaurens, Coordination in Cooperative Vocational Education.



You may wish to locate and collect samples of similar recruitment forms used in existing cooperative programs. These forms could be compared with those provided in this learning experience. Or, you may wish to design your own form(s):



The following items check your comprehension of the material in the Uthe slide/tape, "Forms for Recruitment and Selection," and in the information sheets: Guiding Prospective Students in Exploring the Cooperative Program," p. 9; and Other Recruitment Forms and Data-Gathering Sources, pp. 19–20. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain the necessity of the "two-way" effort in enrolling students in the cooperative vocational education program.



2. What purpose is being served by the gathering and interpreting of data about students' occupational needs and interests?

3. How can the guidance staff be of assistance to the students and teacher-coordinator?

4. What general types of information should the teacher-coordinator have on file for use by students and, to be effective, how should this information be used?

3. In this learning experience, you were exposed to a variety of forms. Is it necessary to use all forms for all students? Why or why not?

6. What is the value of using former employers, parents, and guidance staff as data-gathering sources?

7. Why is it necessary to file the collected data in the student's cumulative record?



Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

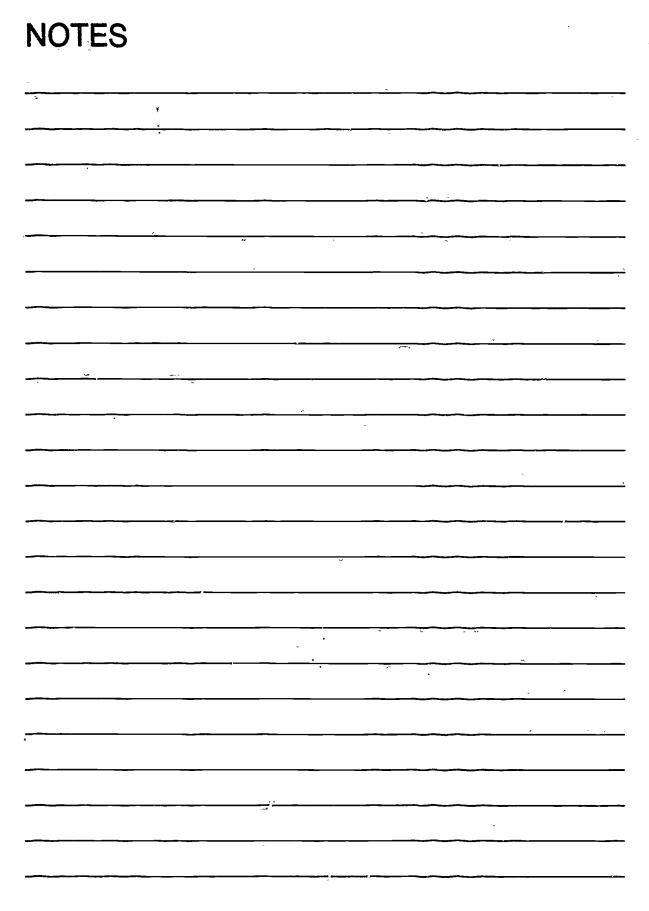
MODEL ANSWERS

- 1. It is necessary to have a "two-way" effort so that the students will have an opportunity to state their own interest in the program and determine for themselves if the program will meet their needs. It is also important for the teacher-coordinator to determine if interested students meet the program entry criteria.
- The teacher-coordinator needs information on students' occupational needs and interests so that he/she can judge the appropriateness of each student's enrolling in a particular program in terms of program objectives and the student's career objectives.
- The guidance staff can be of assistance in interpreting test scores and other data in order for the student to understand objectively what his/her occupational interests and abilities seem to be.
- 4. The files should contain occupational titles and descriptions, as well as information about career and occupational opportunities within the appropriate service area. At least three effective ways of utilizing the material on file are possible: (1) based on the teacher-coordinator's knowledge of the student's interests and needs, the teacher-coordinator can give specific materials to the student for review and analysis; (2) in order to aid the student in becoming familiar with general information within occupational clusters, the teacher-coordinator may give the student general access to the files; and (3) the

- teacher-coordinator and student can review relevant materials from the files together in a conference type situation.
- 5. Since the teacher-coordinator must help prospective students make decisions as to whether they can benefit from the cooperative vocational education program and which career or occupation would be most appropriate for their needs and interests, it is essential that the teacher-coordinator have sufficient information to deal with those decisions. Therefore, the different kinds of information that each form gives will be of great assistance to the teacher-coordinator in meeting the needs of students.
- 6. Each of these sources has worked with and knows students in different ways. Because of their unique and specific contacts with students, each may be able to give additional information to the teacher-coordinator so that he/she can be better identify those students who can benefit most from the cooperative vocational education program.
- 7. Information collected on students should be filed in the cumulative record so that the teacher-coordinator has all information readily at hand when a decision or interpretation of data must be made. Furthermore, by placing this information in a central location (i.e., cumulative school records), the information can be used by others who may be working with these students.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the Uthe slide/tape and in the two information sheets, pp. 9 and 19–20, or check with your resource person if necessary.

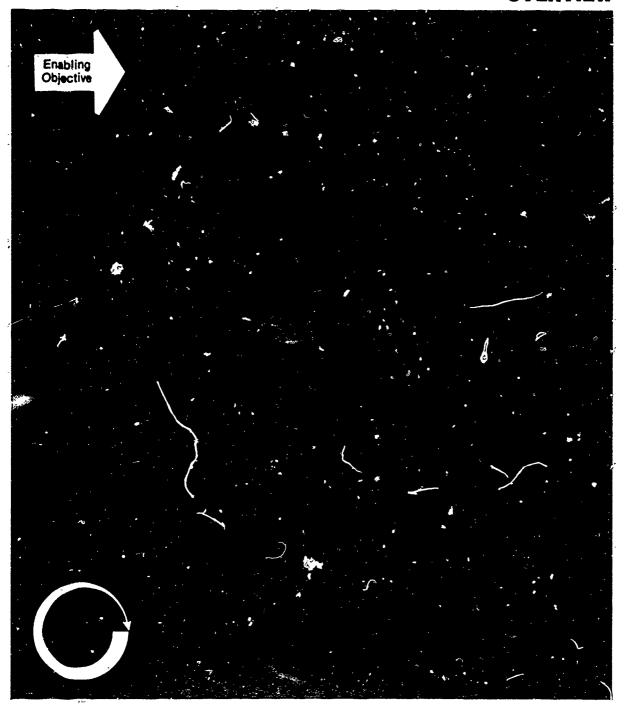




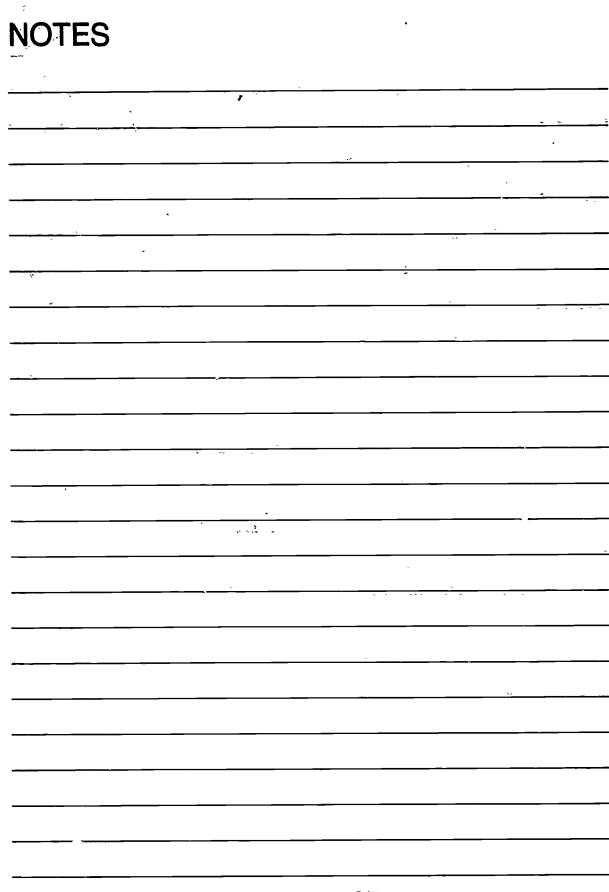


Learning Experience II

OVERVIEW





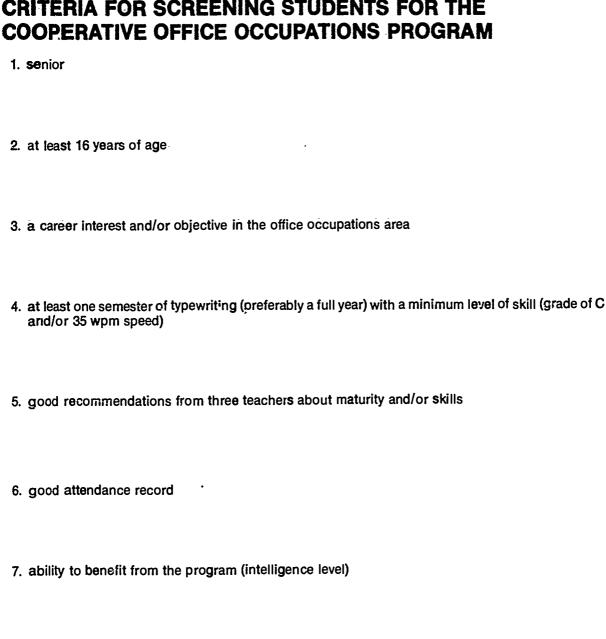






Assume you are the teacher-coordinator of a cooperative office occupations program. Your program criteria for screening are listed below. In order to get an initial "paper picture" of Mary Lou Dickson, a prospective student for the cooperative office occupations program, review the two completed forms: (1) Mary Lou's Application for Cooperative Program, pp. 29-30, and (2) Mary Lou's Cumulative School Record, p. 31. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms which indicates that Mary Lou either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

CRITERIA FOR SCREENING STUDENTS FOR THE





8. good attitude toward school, learning, and work

9. acceptable appearance and grooming

10. at least a C in first-year shorthand if interested in a secretarial career



APPLICATION FOR COOPERATIVE PROGRAM

	□, AG □ HEALTH ☑ BOE □ H. EC. □ DE □ T & I □ OTHER
PERSONAL DATA	
Name Mary Lou Dickson Date 3/17/71	Grade11
Address 8796 West Tenth Street Telephone 88	8-9786
Age 16 Height 5'4" Weight 185 Birthday 6/3/54. Social Security	/ No. <u>497/84/7467</u>
Health Good Physical Handicap?	None
HobbiesNone	
Activities—Athletics	
School	
Church	
Community	
FAMILY BACKGROUND Father:	
Name Albert Dickson Street Same	
Occupation Baker City	ZIP
Mother: Name Roberta Dickson Street Same	
Occupation Baker City	ZIP
Do you live with your parents <u>Yes</u> , Father, Mother, Guardian Number of brothers <u>0</u> Ages Number of Sisters <u>0</u> Ages	, Other
WORK EXPERIENCE	
*List previous work experience: Job Title Employer	Dates
Sales & Stockgirl Dickson Bakery	1968-71
Are you available for summer employment? No	· · · · · · · · · · · · · · · · · · ·



Could you drive to work? Yes Other transportation?

EDUCATION			
What is your	class schedule now?		
HOUR	SUBJECT	TEACHER	ROOM
11	English	Prescott	305
2	U. S. History	Lemke	303
3	Bookkeeping	Johnson	204
4	Lunch		
5	Shorthand	Smith	104
6	Typing	Thompson .	105
7	P. E.	Harrison	Gym
What course	es do you plan to take next year? _	Shorthand, Govt., English	
		Office Machines	,
List three te	achers you would ask to recommen	nd you for this program.	
Miss Pro			
Mr. Johi	nson		
Miss Sn	nith		
CAREER IN	TEREST		
i		rs & leaflets	
Why do you	want to take Coop training?fo	r experience & money	
What kind o	f a job would you like to train for ir	this program? <u>Secretarial</u>	
I would pref	er to work with (check one): 👱 n	ny hands machines people.	×
Given the or	pportunity to work for any company	in this area, which company would you ch	noose?
Nu-Way	/ Insurance Company	<u>.</u>	
What do you	plan to do after graduation?	don't know	
What are yo	ur future education plans?dor	n't know	
What would	you like to be doing five years from	n now? <u>don't know</u>	
I have comple	eted the above form after careful co	onsideration, If I am accepted for this progr	ram, I will take

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of work.

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Signed Mary Lou Dickson
STUDENT

CUMULATIVE SCHOOL RECORD

	•				
Student	Mary Lou Dickson	-		3/25/71	
Student	Mary Lou Dickson	· ·	Date	3/23//1	
		· · · · · · · · · · · · · · · · · · ·			

***		GRADES						
SUBJECTS		9	1	10	1	1	1	2
English	В	В	С	.C.	·'C' ·			, -
General Math/Algebra	С	С	,					
General Science/Biology	С	В						
World History/U.S. History	·C	С			С	· · ·		
Basic Business	'		С	, C				
Typing	В	A	В	В				
Shorthand					C		j ,	<u> </u>
Bookkeeping	3400.000		В	В	В			
P.E.	D	D	D	D ,	D			
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Tardiness	2	2	.2	1	1	<u> </u>		
Absences	0	l	2	1	0			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

70	VEDBAL	REASONING
	VERBAL	HEADUNING

- 80 NUMERICAL ADILITY
- 45 ABSTRACT REASONING
- 60 SPACE RELATIONS
- 40 MECHANICAL REASONING
- 40 CLERICAL SPEED & ACCURACY
- 30 LANGUAGE USE-SPELLING
- 32. LANGUAGE USE-SENTENCES

GENERAL COMMENTS:

INTELLIGENCE LEVEL: Aver. +

HEALTH RECORD: Weight Problem



R. Chandler

Coordinator's Signature

ERIC



Now that you have a "paper picture" of Mary Lou and have some tentative evidence about whether your cooperative program is right for her, you need to interview Mary Lou to allow her to clarify and expand upon the written information on the two forms. Since there is no real Mary Lou, you will not actually be conducting an interview. Instead, listen to the taped interview between Mary Lou and a teacher-coordinator on the tape by Uthe, "Mary Lou at Recruitment Time." As you listen to this tape, use the Analysis of Recruitment interview form, p. 33, and the Interview Rating Sheet, p. 34, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.



ANALYSIS OF RECRUITMENT INTERVIEW

Student		Date
APPEARANCE:		
POISE:		
ATTITUDE:		
PERSONALITY:	~	
VERBAL EXPRESSION:	\	
INITIATIVE:	P	
GENERAL COMMENTS:		
STATED CAREER OBJECTIVE		
	which is: ☐ realist	ic
	☐ may n	ot be appropriate ropriate because
L		,
•		
PARENT INTERVIEW		
		Coordinator's Signature
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INTERVIEW RATING SHEET

- 1. The teacher-coordinator should have reviewed the application and cumulative record before the interview, and then used the interview to expand on the information already available or to fill in gaps in that information. Did the teacher-coordinator interviewing Mary Lou do this? What evidence do you have to support your view?
- 2. Did the teacher-coordinator make an effort throughout the interview to make Mary Lou feel at ease? ... to make her feel that he was interested in her as a person and as a prospective student? What evidence do you have to support your view?
- 3. Did the teacher-coordinator listen well? What evidence do you have to support your view?
- 4. Did the teacher follow up on Mary Lou's statements by probing gently for more information? What evidence do you have to support your view?
- 5. Overall, how well did the teacher-coordinator express himself (good English? . . . clear statements? . . . ability to keep the interview moving?) What evidence do you have to support your view?



You now know quite a bit about Mary Lou, primarily from her viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 35–37. Summarize the information presented in these recommendations in the space below criterion #5 on the Criteria for Screening Students for the Cooperative Office Occupations Program form, p. 27.



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TEACHER RECOMMENDATION

(CONFIDENTIAL)

	N	EEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY					х	
LEADERSHIP				х		
INDUSTRIOUSNESS				Х		
POÌSE			Х			
GROOMING			X			
KNOWLEDGE OF SUBJECT MATTER				х		
GETTING ALONG WITH OTHERS			Х			
Any Special Job Skills? (Indicate Level) Special Talents	• •					
What do you feet are the Apparently rec			ignments s	slide once in a	while.	
What do you feel are the Not working up						
Other Comments— Needs to lose v	veight.					
1100 00 10 1000 1						



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TEACHER RECOMMENDATION

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		NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				Х	• •	37
LEADERSHIP				Х		
INDUSTRIOUSNESS				х		
POISE			Х			
GROOMING	_		Х			
KNOWLEDGE OF SUBJECT MATTER				x		
GETTING ALONG WITH OTHERS			х			
Any Special Job Skills? (Indicate Level) Special Talents	(a) _ (b)	Shorthand 80 wpm.				
What do you feel are the st Good attendance						
What do you feel are the st Slovenly in her h			g too well	with others, q	uiet, withdi	rawn

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ч	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				х	
LEADERSHIP		х			
INDUSTRIQUENESS				х	
POISE		Х			
GROOMING		Х			
KNOWLEDGE OF SUBJECT MATTER				х	
GETTING ALONG WITH OTHERS		х			
(indicate Level)	(a)(b)				
Pecial Talents What do you feel are the student Does assignments on Works well by hersel	time			-	
that do you feel are the student Lacks confidence in c					
ther Comments— Overweight seems to	be a problem				





You have gathered data from a number of sources and have summarized these data on the Criteria for Screening Students for the Cooperative Office Occupations Program form, pp. 27–28, and on the Analysis of Recruitment Interview form, p. 33. Based on this summarized information and on the impressions you now have about Mary Lou, make a tentative decision as to whether to enroll her in the program, and record your decision in part I below. Then, use part II below to describe the steps you would take to get the additional information needed for you to make a final decision.

I. Tentative Decision:	I would enroll Mary Lou.
	I would enroll Mary Lou under the following conditions:
	a
	b
	C
	Į would not enroll Mary Lou; instead, I would advise her to





Compare your written responses on the (1) Criteria for Screening Students for the Cooperative Office Occupations Program form, (2) Analysis of Recruitment Interview form, (3) Interview Rating Sheet, and (4) Mary Lou Dickson Decision Sheet, with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

I. Criteria for Screening Students for the Cooperative Office Occupations Program:

- 1. Mary Lou will be a senior next year.
- 2. Mary Lou is 16 years old at present.
- 3. Mary Lou indicated on her application that she would like to train for a secretarial job, and she has been taking secretarial courses since ninth grade; however, her answers concerning future plans (e.g., "don't know") do not seem to indicate a desire to be a career secretary.
- 4. Mary Lou has had two years of typing with grades of three B's and one A.
- 5. Teachers indicate problems with her appearance (e.g., poise and grooming are rated only "fair," and two teachers mention weight as a problem), her attitude (e.g., sometimes lets herassignments slide in one class, is not working up to her potential in one class, is slovenly in her habits according to one teacher), and her ability to get along with others (e.g. this area was rated as only "fair" by all three teachers, and specific comments were made indicating she was quiet, withdrawn, and that she works well by herself and lacks confidence).

In terms of confidence and self-concept, Mary Lou indicated in her interview that her shorthand speed was 60 wpm, yet her teacher indicates that it is actually 80 wpm. However, except for her English teacher's comments that she sometimes let assignments slide and is not working up to her potential, none of the three teach irs indicate that she has problems with the actual course work.

Concerning "reliability," "industriousness," and "knowledge of subject matter," she was rated "good" or "average" by all three teachers. According to these teachers, her problems seem to be non-subject-matter-related; her skills are good, but her appearance and ability to get along with others are weak.

:5: Mary Lou is not often absent: one day in ninth

- grade, three days in tenth grade, and no days so far-in-eleventh-grade.
- 7. Mary Lou has an "Average+" intelligence level.
- 8. Her low absence and tardiness record might-indicate a decent attitude toward school. In addition, her high school grades are all average and above (except for physical education): one A, nine B's, and twelve C's.
- 9. Mary Lou has a weight problem: 5'4" tall; weighs 185 pounds.
- Mary Lou earned a C in her first semester of shorthand.

II. Analysis of Recruitment Interview:

Appearance: The fact that the coordinator got hung up on her "weight problem" as a factor that would make it hard to place her on the job probably indicates that her appearance wasn't pleasing. (Comments on the teacher recommendation forms bear this out.)

Poise: Mary Lou seems somewhat poised. She isn't nervous and she answers all questions politely and calmly.

Attitude: Mary Lou appears to be quite cooperative; however, she is rather passive. She responds to questions, but only as required.

Personality: Mary Lou seems to lack self-confidence. She's somewhat shy and quiet in some of her responses, and she tends to minimize her skills and abilities.

Verbal Expression: She used some slang and most of her answers were extremely brief, but overall she spoke clearly and used fairly good grammar.

initiative: Mary Lou seems fairly apathetic about many things. She did not indicate any **drive** to become a secretary, nor did she put much effort into "selling" herself during the interview.

General Comments: Mary Lou doesn't really seem to have a clearcut or strong career goal (e.g., "any kind of office would be okay," "I thought about being a secretary to somebody in a big company," "I think a small office would be nice"). Contradictory information such as this suggests she hadri't given the whole idea too much thought. Her casual



remark that "and maybe I could even get married" seems more to the point. It would seem that she thinks that in an office as a secretary she could find a husband; finding a husband might be the real "career goal."

Her general attitude toward almost everything discussed is highly lethargic, apathetic, and nonchalant (e.g., she'd like to lose weight, but says she can't seem to make any progress in that area; she says if she practiced more and concentrated harder, she could improve her typing and shorthand, but she doesn't seem concerned enough to act on that knowledge; she says she has no outside interests at school or at home; she knows shorthand, but says she doesn't use it to take notes in her other classes; she spends most of her spare time reading magazines or watching T.V., etc.). Mary Lou doesn't seem to have a very positive self-concept; this could be due to her weight problem, aggravated by the fact that her father yells at her a lot.

Stated Career Objectives: "Secretary in a small office." This is a "realistic" goal in terms of her course work, her grades, and her skills.

III. Interview Rating Sheet:

- 1. The teacher-coordinator asked a number of questions that he already had answers to: "What are you taking this year?" "Have you had any experience in office work?" "Have you had typing?" He did, however, get some additional information on these areas. He also tried to fill in the gap Mary Lou left under "Activities," and to get more information on her responsibility at the bakery.
- 2. The teacher-coordinator stated off the interview on a comfortable, receptive note, but during the interview he made a number of thoughtless remarks which probably made Mary Lou very uncomfortable. Right after she said she might even get married, he bluntly asked, with no forewarning, "Have you ever had any luck losing weight?" He also points out pessimistically to this relative stranger that he may have trouble placing her since (it is implied) she is so unpleasant to look at.

Second, in asking her about her activities, his phrasing of the question (i.e., "Did you overlook that section, or don't you participate in any of the activities?") suggests that he can't believe that someone has no activities and, therefore, Mary Lou must have overlooked the section.

Finally, his closing remarks almost seem to indicate that Mary Lou is being dismissed permanently. He never says that he enjoyed talking with her or that there are further steps they both need to take to determine if the cooperative program would meet her needs. He sticks to

remarks about how nice it is that **she** had a chance to find out about cooperative education. His last statement (i.e., "we do make a point of calling in the students who fill out the applications") reduces the interview to a routine function and diminishes Mary Lou from an individual to a routine task to be completed.

- 3. The teacher-coordinator's response to Mary Lou's statement that she had heard about the cooperative program through a bulletin board display was to tell her that finding her a paid job was only part of the program. His comment doesn't seem to relate to hers. Based on her comment that "it looked pretty good," can he be sure that she was referring to just the paidwork aspect of the program? A more concrete example of the fact that he didn't listen very well occurs when Mary Lou says, "once in a while I get to wait on customers, but most of the time I put stuff out in display cases ...," following which the teacher-coordinator asks, "Did you walt on customers?" In addition, he asks her twice what kind of office she'd like to work in.
- 4. The teacher-coordinator could have improved the interview markedly by paying more attention to Mary Lou's remarks and getting her to develop these remarks more fully. He gets her to tell him what she's taking this year and, once she responds, he jumps onto a completely different question. He conducts the entire interview this way.

When she listed her courses, he could have proted to find out (1) why she chose those courses, (2) how well she likes them, (3) how well she perceives she is doing, (4) what, if any, other courses she would rather have taken and why, etc. When she mentioned the bulletin board display on cooperative education, he could have probed to find out exactly what attracted her attention and precisely what looked "pretty good." When she indicated that she thought she might like to get involved with cooperative education, he could have probed to find out why.

His questions about what kind of office she'd like to work in were so vague that it is not surprising that she gave vague replies. What does "what kind" mean? She said on her application that she would choose the Nu-Way Insurance Company. He could have asked questions to find out why that was her choice. He could have spent more time getting her to expand on her responsibilities at the bakery (e.g., what is it that her dad feels she is doing wrong, and is he right?). Instead of simply asking if she could do neat, clean work and settling for the answer, "Ya, if I concentrate," he might also have asked if she enjoyed doing that kind of meticulous detai, work.



Property handled, the interview could have helped Mary Lou think through and define her career needs and interests, and provided the coordinator with the additional information he needed. Mary Lou left no more certain of her goals than before.

5. The teacher-coordinator's English, for the most part, was perfectly passable conversational English. But, as mentioned above, the phrasing of some of his questions was vague. He did keep the interview flowing smoothly; unfortunately, it flowed smoothly and rapidly past without accomplishing much.

IV. Decision Sheet:

 Mary Lou should be tentatively enrolled in the program. Her weight and self-concept are not conditions affecting her acceptability. They may affect her employability, of course, but the cooperative program is designed to help students improve their employment skills. Guidance personnel could be contacted (1) to provide further information about Mary Lou that they might have; (2) to suggest and possibly administer occupational aptitude tests or interest inventories to Mary Lou; and (3) to help interpret test results.

Mary Lou's parents could be contacted to discuss (1) their expectations for her; (2) their support of her stated goals; (3) any problems; and (4) their perceptions of her work as an employee in their bakery.

The three teachers who wrote the brief recommendations could be contacted to expand on their written statements or to provide further information relative to comments made by Mary Lou during the interview.

Mary Lou should be contacted further (1) to discuss test results; (2) to provide her with resources in her occupational area of interest to review; and (3) to discuss her career goals with her further.

LEVEL OF PERFORMANCE: Your completed forms should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material on Mary Lou, pp. 27–38, or check with your resource person if:necessary.

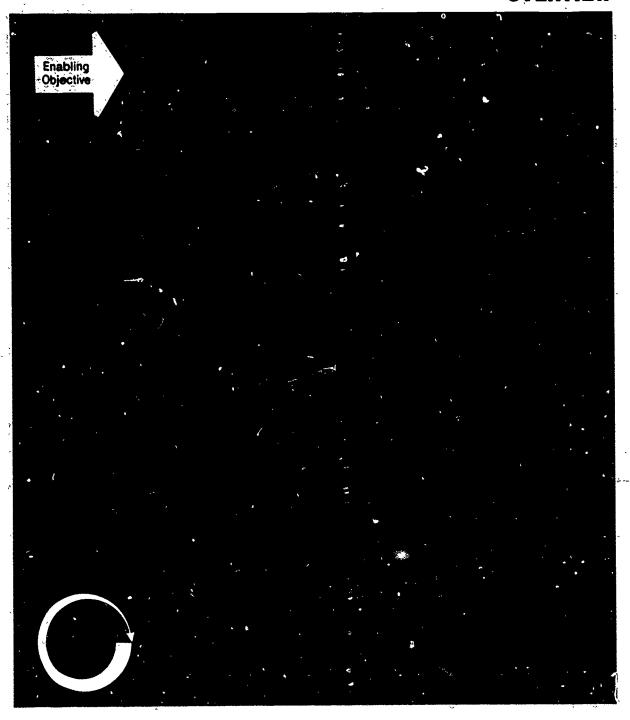


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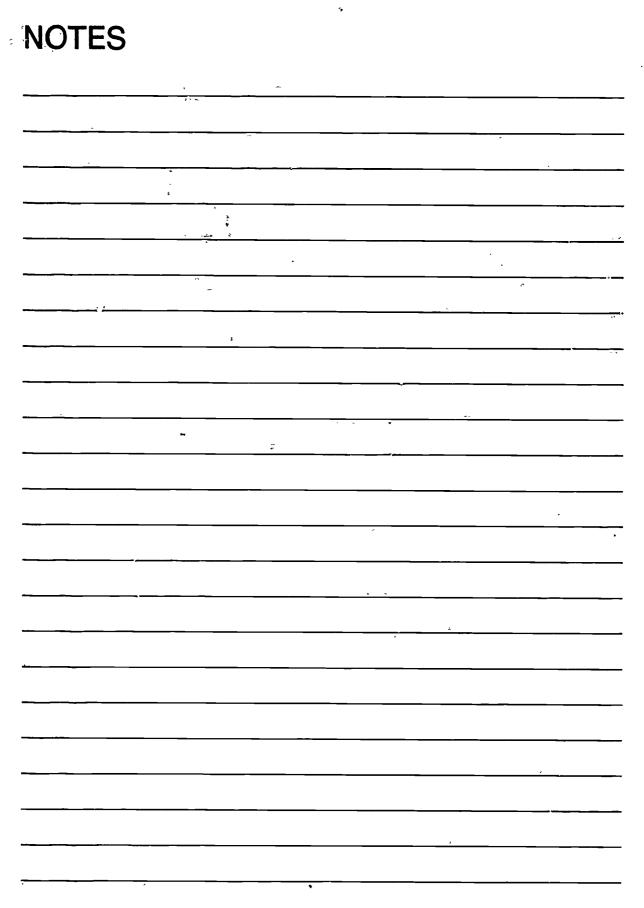


Learning Experience III

OVERVIEW





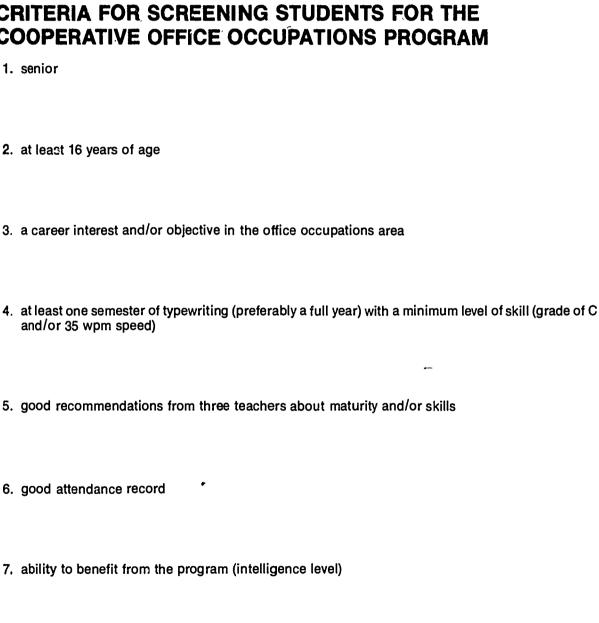






Assume you are the teacher-coordinator of a cooperative office occupations program. Your program criteria for screening are listed below. In order to get an initial "paper picture" of Betty Scott, a prospective student for the cooperative office occupations program, review the two completed forms: (1) Betty's Application for Cooperative Program, 50. 47-48, and (2) Betty's Cumulative School Record, p. 49. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms which indicates that Betty either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

CRITERIA FOR SCREENING STUDENTS FOR THE **COOPERATIVE OFFICE OCCUPATIONS PROGRAM**





- 8. good attitude toward school, learning, and work
- 9. acceptable appearance and grooming
- 10. at least, a C in first-year shorthand if interested in a secretarial career



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APPLICATION FOR COOPERATIVE PROGRAM

PERSONAL DATA		
Name Betty Scott	Date3-15-71	Grade 11
Address 1786 Oakland		
Age <u>16</u> Height <u>5'10"</u> Weight <u>140</u> Birthday <u>2/27/55</u>	-	
Health good	-	
Hobbies sewing, cat		
Activities—Athletics	·	
School <u>choir</u>		
Church <u>choir</u>		
Community		
FAMILY BACKGROUND	_	
Father: Name Stree	ot 1786 Oakland	
Occupation tool & die City		ZIP
Mother: Name Elizabeth Stree	etsame-	
Occupation <u>secretary</u> City		ZIP
Do you live with your parents, Father, Mother,	Guardian, Other	_
Number of brothers $\underline{2}$ Ages $\underline{10, 14}$ Number of sisters	5 Ages 20, 18, 8, 6	5, 4
WORK EXPERIENCE		
List previous work experience: Job Title Employer		Dates
babysitting neighbors		since 13
Are you available for summer employment?yes		
Could you drive to work? <u>no</u> Other trans	sportation? <u>none</u>	



EDUCATION	<u> </u>		·
What is you	r class schedule now?		
HOUR	SUBJECT	TEACHER	ROOM
1	Shorthand I	Smith	104
2	English	Prescott	206
3	Typing	Harrison	102
4	Lunch		
5	Bookkeeping	Johnson	110
6	History	Lemke	304
7	Study hall	Wright	202
What course	es do you plan to take ne	xt year? Shorthand, Am. Govt.	
Busines	s English, Office Pract	tice	
List three te	achers you would ask to	recommend you for this program.	
Miss Sn	nith		
Mr. Joh	nson		
Mrs. Ho	arrison		
CAREER IN			
			_
How did you	u learn of Coop training?	a friend	
Why do you	want to take Coop traini	ng? <u>to earn money</u>	
-What-kind o	of a job would you like to	train for in this program? <u>secretary</u>	
I would pref	fer to work with (check or	ne): my hands machines people.	
Given the o	pportunity to work for an	y company in this area, which company would you cl	noose? Apex
Insurar	nce Company		
What do yo	u plan to do after gradua	tion? work as a secretary	
What are yo	our future education plans	? none	
What would	you like to be doing five	years from now? <u>secretary—maybe married</u>	
		<u> </u>	

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of work.

UTHE/72

Betty Scott

STUDENT

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world

CUMULATIVE SCHOOL RECORD

Student	Betty Scott	Date	3-20-71
Student		Date	0-20-71

· 	GRADES							
SUBJECTS	9		10		11		12	
English	D	D	С	D	C			
General Math/Algebra	D	С						
General Science/Biology	С	С		ì				
World History/U.S. History			D	С	С	_		,
Basic Business	Ċ	С			<u> </u>			
Typing			С	В				-
Shorthand					D	_		
Bookkeeping					· :D		<u>-</u>	
P.E.	A	B	В	В	С			
Social Science	D	D						
							<u> </u>	
Tardiness	0	0	0	0	0			
Absences	2	4	2	12	3		_	

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

10	VERBAL RE	
·IX	VENOAL OF	- 4 00 4 114 10
10	VERHAL RE	-ascining

- 27 NUMERICAL ABILITY
- 5 ABSTRACT REASONING
- 20 SPACE RELATIONS
- 50 MECHÁNICAL REASONING
- 35 CLERICAL SPEED & ACCURACY
- 10 LANGUAGE USE-SPELLING
- 12 LANGUAGE USE-SENTENCES

GENERAL COMMENTS:

HEALTH RECORD: _____



R. Chandler

Coordinator's Signature





Now that you have a "paper picture" of Betty and have some tentative evidence of whether or not your cooperative program is right for her, you need to interview Betty to allow her to clarify and expand upon the written information on the two forms. Since there is no real Betty, you will not actually be conducting an interview. Instead, listen to the taped interview between Betty and a teacher-coordinator on the tape by Utine, "Betty at Recruitment Time." As you listen to the tape, use the Analysis of Recruitment Interview form, p. 51, and Interview Rating Sheet, p. 52, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.



ANALYSIS OF RECRUITMENT INTERVIEW

Student	Date
APPEARANCE:	
PÕIŚE:	
ATTITUDE:	•
PERSONALITY:	
VERBAL EXPRESSION:	
INITIATIVE:	
GENERAL COMMENTS:	
	,
	, .
STATED CAREER OBJECTIVE	which is: □ realistic
	may not be appropriate Inappropriate because
	- mappropriate because
PARENT INTERVIEW	
Date Where Summary:	
	
UTHE/72	Coordinator's Signature

ERIC Full text Provided by ERIC

INTERVIEW RATING SHEET

- 1. The teacher-coordinator should have reviewed the application and cumulative record before the interview, and then used the interview to expand on the information he already had or to fill in gaps in that information. Did the teacher-coordinator interviewing Betty do this? What evidence do you have to support your view?
- 2. Did the teacher-coordinator make an effort throughout the interview to make Betty feel at ease?.....to make her feel that he was interested in her as a person and as a prospective student? What evidence do you have to support your view?
- 3. Did the teacher-coordinator listen well? What evidence do you have to support your view?
- 4. Did the teacher follow up on Betty's statements by probing gently for more information? What evidence do you have to support your view?
- 5. Overall, how well did the teacher-coordinator express himself (good English?... clear statements? ... ability to keep the interview moving?) What evidence do you have to support your view?



You now know quite a bit about Betty, primarily from her viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 53–55. Summarize the information presented in these recommendations in the space below criterion #5 on the Criteria for Screening Students for the Cooperative Office Occupations Program form, p. 45.



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	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			<i>ν</i>		
LEADERSHIP	:	~			
INDUSTRIOUSNESS		,	-		
POISE		10			· — —
GROOMING		\ \rac{1}{\chint}}}}}}} \right.}}			
KNOWLEDGE OF SUBJECT MATTER	<i>"</i>				`
GETTING ALONG WITH OTHERS			<i>ν</i>		
(Indicate Level) (b) Special Talents What do you feel are the studen She tries. Agreeable	Poor reader an		not pass this	year.	
What do you feel are the studen Lack of poise. Some Other Comments— She wants to be grow	it's weak points? what uncoordinated like a routine job.	and can'	t take the pres	sure of spe	ed building.
Date 4-17-71	Signaturej. Smit	ı.L.			



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_		NEEDS HELP	FAIR	AVERAGE	GOOD-	EXCELLENT
RELIABILITY	_		X			
LEADERSHIP		х				
INDUSTRIOUSN	ESS		Х			
POISE			X			
GROOMING				X		
KNOWLEDGE O SUBJECT MATT			X			
GETTING ALON WITH OTHERS	G				х	
Any-Special Job S (Indicate Level) Special Talents						
Tries but l credits. What do you feel	ac <u>ks</u> some of are the student	s strong points? the basic math cor s weak points? mmature. Slow str		skills. Has diffi	culty handl	ing debits a
Other Comments Job would		something she lik	ed or she	would not be o	able to succ	eed.



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,,		NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	•					x
LEADERSHIP				7,		X.
INDUSTRICUSNESS	,					х
POISE					х	
GROOMING				Х	- ,	
KNOWLEDGE OF SUBJECT MATTER					x	-
GETTING ALONG WITH OTHERS						X
ny Special Job Skills? (Indicate Level) pecial/Talents	(a)	Typing 40-45 wpm				
What do you feel are the s Willing to work; What do you feel are the s Fidgety - likes to Other Comments— Yes, has lots of e Good attitude Oate 4-15-71	pleaso tudents talk	ant to everyone	rrigon			





You have gathered data from a number of sources and have summarized these data on the Criteria for Screening Students for the Cooperative Office Occupations Program form, pp. 45–46, and on the Analysis of Recruitment Interview form p. 51. Based on this summarized information and on the impressions you now have about Betty, make a **tentative** decision as to whether to enroll her in the program, and record your decision in part I below. Then, use part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

BETTY SCOTT DECISION SHEET

1.	Tentative Decision:	I would enroll BettyI would enroll Betty under the following conditions:	\$
		a	
		b	<u> </u>
		cI would not enroll Betty; instead, I would advise her to	

II. Additional Information Needed (indicate sources for information):





Compare your written responses on the (1) Criteria for Screening Students for the Cooperative Office Occupations Program form, (2) Analysis of Recruitment Interview form, (3) Interview Rating Sheet, and (4) Betty Scott Decision Sheet, with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

I. Critoria for Screening Students for the Cooperative Office Occupations Program:

- 1. Betty will be a senior next year.
- 2. Betty is 16 years old at present.
- 3. Betty indicated on her application that she would like to train for a secretarial job and that she expects to be a secretary five years from now (maybe married). She has taken business and secretarial courses since ninth grade.
- 4. Betty took typing for full year and achieved grades of one B and one C.
- 5. In terms of skill, Betty rates high in typing, low in bookkeeping, and very low in shorthand according to these three teachers. In typing, a subject in which she has some skill, her ratings are primarily "excellent" and "good." The typing teacher says she's willing to work, is energetic, and has a good attitude. In shorthand and bookkeeping, subjects in which she lacks skills, her ratings are primarily "fair" (7) and "average" (4).

These teachers indicate she needs help in "knowledge of subject matter" and "leader-ship," and comment that she is a poor reader, speller, and mathematician; that she lacks poise, is uncoordinated, can't take the pressure of speed building, misses assignments, is immature, and is a slow student. Both teachers indicate, however, that she tries. In terms of getting along with others, she received an "average," a "good," and an "excellent," and two teachers comment that she's "pleasant to everyone," and has an "agreeable personality."

Based on the information in these recommendations, Betty's strong points seem to be in typing and in her ability to get along pleasantly with most people; her problems seem to be primarily in skills other than typing.

 Betty may have a problem with absence. She was absent six times in the ninth grade, fourteen times in the tenth grade, and has been absent three times so far in the eleventh grade.

- 7. Betty has an "Average" intelligence level.
- 8. Her absence record and her grades (nine D's, eleven C's, four B's, and one A—three of the B's and the one A in physical education) could indicate an unsatisfactory attitude toward school. She seems to want to work, but indicates that her objective is "to earn money" rather than to gain experience or upgrade her skills.
- 9. There is nitrioo much information given that could serve as a basis on which to judge her appearance or grooming. She is 5'10" and weighs 140, so she is probably a slender girl. Her interest in sewing should indicate that the is interested in having a good appearance.
- 10. Her first semester grade in shorthand was a D.

II. Analysis of Recruitment Interview:

Appearance: There's really no evidence to indicate what her appearance is, but since he mentioned all her other weaknesses (attendance, lack of transportation, low grades in shorthand and bookkeeping) and didn't mention any appearance problems, perhaps one can assume that her appearance is **not unfavorable**.

Poise: Betty does not seem nervous, nor does she seem calm and self-possessed. Perhaps "**nonchalant**" best describes her bearing.

Attitude: Betty seems to want to be cooperative and she certainly seems exger to get the job, any job. Her attitude toward the low grades and other problems seems quite casual. She admits that the problems exist, but seems to think that if she waits, they'll go away.

Personality: She seems outgoing and straightforward.

Verbal Expression: Betty's language is full of slang and her English is rather sloppy (e.g., "Ya," "Kinda," "you know," "naw," "gettin'," etc.).

Initiative: She has a real drive to get a job, but in terms of her grades in bookkeeping and shorthand or a career as a secretary, she doesn't seem to exhibit much concern. She says she tries and her teachers indicated that she tries, but she doesn't seem terribly troubled about her lack of success.



She doesn't seem to see the relationship between school and getting a job.

(5

General Comments: Betty seems to really want to get a job, but she does not really have a career objective to be a secretary. She'll take anything, "just so it's a job," and just so she can earn money. Based on the interview, it would appear that Betty does not have a very realistic view of what being in cooperative education involves or what holding a job means.

She seems to think a "job" is some magic, easy device for getting out of school and earning a lot of money. She says things are going all right in school, and yet she's gotten D's in shorthand and bookkeeping, and may not pass shorthand; In terms of office skills, she says she can type and take shorthand, but says that she's not too good in them. However, according to her teachers, she is a good typist and she can't take shorthand well enough to pass.

Her attitude does seem to verify the one teacher's comment that Betty will work of she likes comething (and has the skill to do it). Betty seems truly eager to do anything she can to get a job, and aithough she says any job will do, she keeps coming back to office work as her "calling" in life (e.g., "I think I'll end up working in an office anyway.") We do now know that her excessive absence in the tenth grade was due to munips, so there doesn't seam to be an absenteeism problem after all.

Stated Career Objective: "Aciob, any kind, anywhere; perhaps a secretary in an office." This is realistic if the job involves no shorthand or bookkeeping. Based on the information obtained thus far, her typing skill and pleasant personality should justify her for some sort of office job.

III. Interview Rating Sheet:

1. The teacher-coordinator did seem to have reviewed the application and cumulative record; most of his questions were geared to get additional information beyond that which was provided on those two forms (e.g., getting her to clarify the 12 absences, etc.). However, he did ask how she was doing gradewise in bookkeeping and shorthand, to which she replied that she'd gotten D's on the last report card. He already knew that. He also knew that she had no office experience as none was listed on her application.

One point on the application he could have followed up on is the fact that her mother is employed as a secretary. He could have asked Betty how much she knows about what her mother does, or what kind of duties and responsibilities her mother has in her position.

2. The teacher-coordinator started off the interview on a comfortable, receptive note, and ended the interview on a positive, hopeful note. In between, he gave her a number of opportunities to show herself in a positive light, had she chosen to. He asked a lot of "chatty" questions about her own feelings and interests that were geared to allow her to relax and talk in an area in which she was comfortable.

However, he did back her into a corner a couple of times. For example, his third question concerned her grades in bookkeeping and shorthand—a question to which he had the answer. To get her to admit out loud that she has two D's at the very beginning of the interview, and to respond to this admission by saying "so you're not doing too well...," starts the interview off with Betty an a definite disadvantage.

 He listened fairly well. Most of his questions came directly from whatever Betty was saying at the time.

4. He also followed up well on Betty's remarks. If she sald she "kinda" liked shorthand, he probed to get her to define what she meant by "kinda liked." In each area that he covered (course work and grades, attendance, career interests, etc.), he asked a number of good, diverse questions to get a range of information from, and on, Betty.

One weak point occurred when he asked two questions at once ("Do you know what the duties and responsibilities of a secretary are? Have you had any experience as a secretary?"). Betty answered only the second question, and we never do find out it she is aware of what the duties and responsibilities of a secretary are. Since her views on other aspects of school, work, and cooperative education seem unrealistic, it would have been helpful to know her answer to that first question.

5. The teacher-coordinator spoke fairly well and quite clearly. Most of his questions were specific enough to get good responses. He explained a few aspects of the program and what is required of students in a job situation, and his explanations were clear and well developed. However, he had a tendency to monopolize the interview at several points toward the end.

IV. Decision Sheet:

- Betty should be enrolled in the program. She will need to develop a more concrete career objective and to work harder in her occupational courses, but this can be part of her cooperative training.
- 2. Guidance personnel could be contacted (1) to provide further information about Betty that they might have; (2) to suggest and possibly



administer occupational aptitude tests or interest inventories to Betty; and (3) to help interpret test results.

Betty's parents could be contacted to discuss (1) their expectations for her; (2) their support of her stated goals; and (3) any problems. Since Betty's mother is employed as a secretary, she might have some insights into how well or how happily Betty could fit into a secretarial job.

The three teachers who wrote the brief recommendations could be contacted to expand

on their written statements or to provide further information relative to comments made by Betty during the interview.

Betty should be contacted further (1) to discuss test results; (2) to provide her with resources in her occupational area of interest to review; (3) to discuss her career goals with her further; and (4) to discuss further with her the importance of her in-school work to success in the cooperative program.

LEVEL OF PERFORMANCE: Your completed forms should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material on Betty, pp. 45–56, or check with your resource person if necessary.



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Learning Experience IV

OVERVIEW





NOTES





Assume you are the teacher-coordinator of a cooperative program for the disadvantaged. Your program criteria for screening are listed below. In order to get an initial "paper picture" of Wayne Moore, a prospective student for the cooperative program for the disadvantaged, review the two completed forms: (1) Wayne's Application for Cooperative Program, pp. 65–66, and (2) Wayne's Cumulative School Record, pp. 67–68. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms which-indicates that Wayne either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

CRITERIA FOR SCREENING STUDENTS FOR THE COOPERATIVE PROGRAM FOR THE DISADVANTAGED	
1. sophomore, junior, or senior	
2. two or more grade levels below the peers in his/her group	
3. considered to be school alienated	
4. of dull normal intelligence or above	
5. socioecoñomically deprived; needs to be employed to help supplement family's income; pote dropout	ntial
6. academically, socially, or culturally handicapped	

UTHE/72

7. not already satisfactorily employed



NOTES	•~	-	
		 	
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APPLICATION FOR COOPERATIVE PROGRAM: BOE DE

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T&I
☐ OTHER

PERSONAL DATA	
NameWayne Moore Address 1920 4th St. N.E. Age 16 Height _5' 8" Weight 140 HealthGood Hobbies Movies Activities—Athletics School	
Community	· · · · · · · · · · · · · · · · · · ·
Father: Name Occupation Mother: NameGloria OccupationCleaning Lady at Nite Do you live with your parents, Father, Number of brothers2 Ages14, 11	Street City ZIP Street 1920 4th St. N.E City ZIP , Mother X, Guardian, Other wive Number of sisters 1 Ages 13
WORK EXPERIENCE	
	Employer Dates On't know Oktober
Are you available for summer employment? Could you drive to work?No	Yes Other transportation? Bus



What is your	class schedule now?		
HOUR	SUBJECT	TEACHER	ROOM
1	U.S. History	Gibsop	109
2	Shop	Krause	
3	Study Hall	Pauck	
4	Lunch		
5	P. E.	Schrader	Boys Gy
6		Luna	
7	Art	Larsen	10B
What Courses	do you plan to take next y	ear? I don't know	
CAREER INTE	ERËST		
	earn of Coop training?	Conslor tole me	
	ant to take Coop training?		
What kind of a	a job would you like to train	for in this program?	oner.
would prefer	to work with (check one): .	my hands machines p	eople.
Siven the opp	ortunity to work for any cor	mpany in this area, which company	would you choose?
View & C	hew Drive-in		
	lan to do after graduation?	On a drive-in.	
Vhat do you p			
	future education plans?	None	

of work.

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Wayne Moore

STUDENT

CUMULATIVE SCHOOL:RECORD

	₹		
Student Wayne Moore	<u> </u>	Date	

	GRADES								
SUBJECTS	9		一 「	10		11		12	
English	D	D	F	D	F				
General Math/Algebra	D	С							
General Science/Biology	C	D							
World History/U.S. History		,	F	D	F				
Basic Business	D	D			_	:			
Typing		,	F			*	<u> </u>		
Shorthand									
Bookkeeping					1			<u> </u>	
P.E.	В	С	С	C.	D				
Industrial Arts I			С	D	D				
Art I					D				
Tardiness	5	6	9	12	2	, ,		٤	
Absences	10	9	35	21	36		1.		

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

10_ VERBAL REASONING	INTELLIGENCE LEVEL:	87
----------------------	---------------------	----

- 14 NUMERICAL ABILITY Good
- HEALTH RECORD: _ 9 ABSTRACT REASONING
- 46 SPACE RELATIONS
- 37 MECHANICAL REASONING
- 23 CLERICAL SPEED & ACCURACY 16 LANGUAGE USE-SPELLING
- 17 LANGUAGE USE-SENTENCES

GENERAL COMMENTS:

Was suspended for smoking in classroom 2-22-71 Was suspended for using profanity in a classroom 4-12-71 Attendance has been a problem— Was married 2-1-72 as girlfriend was pregnant



W. Hobson

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Coordinator's Signature



	1
1. Language Spoken in Household English 🖸 Other 🗆 Spanish 🗅	2. Youth Lives With Both Parents □ Father only □ Other ❷ (specify) Guardian □ Mother only ❷ <u>Wife</u> .
3. Marital Status of Youth Single □ Separated or □ Divorced Married ⊠ Widowed □	4. Number of Persons A. Living in Household 6 Children in Household B. In Family 2
6. Head of Household is Father □ Mother ☑ Male Guardian □ Female Guardian □ Student □ Other □ (specify)	7. During Last Week, Head of Household Worked 35 Hours or More Worked Less Than 35 Hours Was not Working 8. Other Household Members Employed 35 Hours or More Per Week Father Brothers/Sisters Mother Other
9. Usual Occupation of Father Mother Cleaning Lady sometimes	10. Estimated Annual Family Income Below \$1000
12. Youth Resides in Public Housing Yes & No C Yes & No C	14. Have You Held a Job for Which You Have Received Wages Yes ☐ To No. 21 15. Are You To Hours Worked Per Week on Current or Last Job To No. 21 16. Hours Worked Per Week on Current or Last Job To No. 21 17. Earnings Per Hour On Current or Last Job To No. 21
18. Ever Held a Job of 30 Days or More 19. Yes □ No ❷ If "no" skip to No. 21	No. of Weeks Since Last Job Held 30 Days or More
21. Highest School Grade Completed 22. Ever Left High School Before Graduating Yes 🖾 No 🗆	23. Reasons for Leaving School Academic Discipline & Graduation Discipline & Graduation Discipline & Graduation Discipline & Conomic Discipline & C
25. Youth Prefers to Work With Hands With Machines With People Garage	rs to Work in (mark two): Theater Sales

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Now that you have a "paper picture" of Wayne and have some teritative evidence of whether or not your cooperative program is right for him, you need to interview Wayne to allow him to clarify and expand upon the written information on the two forms. Since there is no real Wayne, you will not actually be conducting an interview. Instead, listen to the taped interview between Wayne and a teacher coordinator on the tape by Uthe, "Wayne at Recruitment Time." As you listen to the tape, use the Analysis of Recruitment Interview form, p. 69, and the Interview Rating Sheet, p. 70, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.

ANALYSIS OF RECRUITMENT INTERVIEW

itudent		Date
PPEARANCE:		
DISE:		
TITUDE:		
ERSONALITY:		
ERBAL EXPRÉSSION:		
HITIATIVE:		
ENERAL COMMENTS:	·	
•		
tated Career Objective		-
	which is: realiztic may not be appropriate inappropriate because	
ARENT INTERVIEW		
áte:Where		
Summary;		-
TUE/79	Coordinate	or's Signature



INTERVIEW RATING SHEET

1. The teacher-coordinator should have reviewed the application and cumulative record before the Interview, and then used the interview to expand on the information he already had or to fill in gaps in that information. Did the teacher-coordinator interviewing Wayne do this? What evidence do you have to support your view?

- 2. Did the teacher-coordinator make an effort throughout the interview to make Wayne feel at ease?... to make him feel that he was interested in Wayne as a person and as a prospective student? What evidence do you have to support your view?
- 3. Did the teacher-coordinator listen well? What evidence do you have to support your view?
- 4. Did the teacher follow up on Wayne's statements by probing gently for more information? What evidence do you have to support your view?
- 5. Overall, how well did the teacher-coordinator express himself (good English? . . . clear statements? . . . ability to keep the interview moving?) What evidence do you have to support your view?



You now know quite a bit about Wayne, primarily from his viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teache Recommendation forms, pp. 71–73. Summarize the information presented in these recommendations on a separate sheet of paper.



RECOMMENDATION	O OTHER		
	O DE	□ T&I	
	□ BOE	H. EC.	
	□ AG	O HEALTH	

TEACHER RECOMME
(CONFIDENTIAL)

	on about this student.				
	NEEDS HELP	FAIR	AVERAGE	GÒOD	EXCELLENT
RELIABILITY	X				
EADERSHIP	X				
NDÚSTRIOUSNESS	X	-		5	
POISE		X		:	
GROOMING	Х				
KNOWLEDGE OF SUBJECT MATTER	,	Х			
GETTING ALONG WITH OTHERS		Х			to.
(Indicate Level) (b) special Talents					
hat do you feel are the studen He voices opinions o	ccasionally. Usuall	y in an att	empt to get so	me attentic	on.
hat do you feel are the studen Has an extremely sho	t's weak points? ort attention span -			line and su	pervision.
Immature. Other Comments— Has great plans for h	nimself At least	he sets go	ais.		



)	AG BOE DE		HEALTH H. EC. T & I ER
		_	

(CONFIDENTIAL)

Student Wayne Mo	оге	Şuļ	oject(s) Phy	ysEd.	
This student has applied for providing the following inform	participation in the Coope				ection process by
	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		. х	-	,	
LEADERSHIP		Х	,		
INDUSTRIOUSNESS		Х			
POISE		Х			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			х		
GETTING ALONG WITH OTHERS	х				
•	a)b)				
What do you feel are the student Does well on indivi	ent's strong points? dual efforts if given (a.good ded	al of encourag	ement.	
What do you feel are the stude	ent's weak points?				
Has problems with a bragging.	anything involving tec	am work—	alienates other	s with exag	gerations and
Other Comments— Have talked to him problem.	several times about	cleanlines	s and persona	ıl grooming	- definite
Date <u>2/20/72</u>	_ SignatureBob :	<u>Schrader</u>			
UTHE/72					



AG	☐ HEALTH
BOE	☐ H. EC.
DE	□ T&1
	□ OTHER

11

(CONFIDENTIAL)

		NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		Х				
LEADERSHIP		Х				-
INDUSTRIOUSNESS			Х			
POISE		Х				
GROOMING			Х			
KNOWLEDGE OF SUBJECT MATTER				Х		
GETTING ALONG WITH OTHERS		Х				
Any Special Job Skills? (Indicate Level) Special Talents						
What do you leel are the He seems to enjo	student's s oy workır	strong points? ng with wood etc.	. and can d	lo a nice job if h	e tries, bút l	he rarely doe
What do you leel are the Boisterous, yet		weak points? - seems not to h	nave any f	riends		
Other Comments— Have an idea h	ne might	do better if he v	vas in sch	ool more than	half the tin	ne





You have gathered data from a number of sources and have summarized these data on the Criteria for Screening Students for the Cooperative Program for the Disadvantaged form, p. 63, on the Analysis of Recruitment Interview form, p. 69, and on a separate Teacher Recommendation summary sheet. Based on this summarized information and on the impressions you now have about Wayne, make a **tentative** decision as to whether to enroll him in the program, and record your decision in part I below. Then, use part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

WAYNE MOORE DECISION SHEET

I. Tentative Decision:	I would enroll WayneI would enroll Wayne under the following conditions:
	ą
	I would not enroll Wayne; inctead, ا يستال advise him to

II. Additional information Needed (indicate sources for information):





Compare your written responses on the (1) Criteria for Screening Students for the Cooperative Program for the Disadvantaged, (2) Analysis of Recruitment form, (3) Interview Rating Sheet, (4) Teacher Recommendation summary sheet, and (5) Wayne Moore Decision Sheet, with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Criteria for Screening Students for the Cooperative Program for the Disadvantaged:

- 1. Wayne is presently a junior.
 - 2: Wayne is **not** two or more grade levels below the peers in his age group. Sixteen is a usual age for a junior to be.
 - 3. The fact that he has been suspended twice and has been absent excessively could indicate that he is school-alienated.
 - 4. Wayne's intelligence level is 87, which falls in the range of low average and dull normal.
 - Wayne is evidently economically deprived. There is no father in the family, his mother is a cleaning lady, and she is supporting four children and Wayne's wife on her salary plus welfare.
 - 6. Academically, Wayne had primarily D's (12) and F's (5), with one C in math, three C's and a B in physical education, and one C in industrial arts. His intelligence level also indicates that Wayne is academically handicapped.
 - Wayne is not employed at all. According to his application, he was employed only once, distributing leaflets for one month for an anonymous employer.

II. Analysis of Recruitment Interview:

Appearance: No evidence.

Poise: Wayne is not poised. He's too casual and flippant:

Attlude: His attitude is flippant, cocky (e.g., "I'm gonna own a drive-in," "Oh, I can do anything now"). His tone of voice is sullen and suspicious for the most part (e.g., his opening "Right"). His statements about school are all negative (e.g., "the other junk they teach around here," "I'm not learn-in" nothing here anyhow").

Personality: He's open and a bit aggressive. He's not unfriendly, but he is slightly hostile, and his cockiness doesn't help to make a very positive impression.

Verbal Expression: Wayne speaks pretty sloppily. His use of the English language is sub-standard.

This is not necessarily bad, but it is not appropriate for the interview situations, nor would it be adequate for certain jobs, especially those dealing directly with customers:

initiative: There is some evidence that, although he has ambitious plans to own a drive-in theater, Wayne is fairly lazy. One of the reasons he took art and shop is because "they're easier." When he was hired to pass out leaflets, he worked only a month because "it was gettin' too cold for this walkin' door to door stuff." His initiative is mostly bravado, and he seems irresponsible.

General Comments: Wayne has a very unrealistic view of his skills, of the skills needed to succeed in a job, and of what is involved in becoming a theater owner. He wants to make lots of money, but has no idea of how long it would really take, nor does he seem to think that any work is involved. All his questions indicate that he wants to get the best deal he can with the least effort on his part. His follow-through seems weak (e.g., made a birdhouse, but never hung it), and he has a tendency to shrug off any possible weakness in his attitudes and skills (e.g., the absences are no big deal; he had problems).

Career Goal: "Drive-in theater owner." This is unrealistic in terms of his skills, his financial status, and his initiative. However, a theater-related job is not necessarily unrealistic.

III. Interview Rating Sheet:

- For the most part, the teacher-coordinator did use the information on the forms as a basis to get further information. However, he did ask, "Have you ever worked before?" This information was on the application. During the interview, the teacher-coordinator filled in a number of questions unanswered on the forms.
- 2. Considering Wayne's attitude, the teacher-coordinator was quite patient and supportive (except when Wayne mentioned adult movies). He seemed to be trying to get Wayne to see things more realistically without dampening his enthusiasm to be involved in theater work. However, at various points he got "preachy," and you could feel Wayne turning off and tuning out at those points.



- The teacher-coordinator listened quite well as evidenced by his following up on statements that Wayne made that were not totally clear.
- 4. As mentioned above, the teacher-coordinator did follow up on vague statements. However, Wayne never responded to his questions, "If you can get a job—would you take it and stick with it?" and the teacher-coordinator never followed through on it.
- 5. The teacher-coordinator kept the interview moving fairly well, although he monopolized the interview a few times. His expression was clear and his English was acceptable.

IV. Teacher Recommendation Summary:

The teacher recommendation forms verify the fact that Wayne has great plans for himself about which he exaggerates and brags. His laziness is also confirmed: one teacher indicates he needs constant supervision and discipine; another teacher indicates that he can do well if he has a good deal of encouragement; and the other teacher indicates that he can do nice job if he tries, but he rarely does. Two teachers state that he is insecure and consequently "voices opinions" or is "boisterous" to get attention. One teacher mentions that Wayne has an extremely short attention span.

Wayne got only two "average" ratings, both in "knowledge of subject matter" (physical education and industrial arts). All his other ratings were "fair" (10) and "needs help" (9). Grooming seems to be a problem; aside from low ratings there (two "fair" ratings and one "needs help" rating), the physical education teacher added that cleanliness and personal grooming are a definite problem with Wayne. Another noticeable problem seems to be his inability to get along with his peers, a fact

mentioned strongly by two teachers (e.g., "seems not to have any friends," "has problems with anything involving teamwork—alienates others..."). He does seem to have some skill and interest in physical education and industrial arts, although his other problems (including absence) prevent his being very successful.

V. Decision Sheet:

- 1. Wayne should be enrolled in the cooperative program for the disadvantaged as he meets all the criteria except one. Wayne is socially, academically, and economically inadequate, and has all the markings of a student who will either drop out or manage to get permanently suspended. With a pregnant wife to support; he needs help badly in getting and keeping a job.
- 2. Guidance personnel could be contacted (1) to provide further information about Wayne that they might have; (2) to suggest and possibly administer occupational aptitude tests or interest inventories to Wayne; and (3) to help interpret test results.

Wayne's mother could be contacted to discuss (1) her expectations for Wayne; (2) her support of Wayne's stated goals; (3) any problems.

The three teachers who wrote the brief recommendations could be contacted to expand on their written statements or to provide further information relative to comments made by Wayne during the interview.

Wayne should be contacted further (1) to discuss test results; (2 to provide him with resources in his occupational area of interest to review; (3) to discuss his career goals with him further; and (4) to discuss with him further what is involved in being employed and the responsibilities he must be prepared to meet.

LEVEL OF PERFORMANCE: Your completed forms should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material on Wayne, pp. 63–74, or check with your resource person if necessary.



Learning Experience V

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.





TEACHER PERFORMANCE ASSESSMENT FORM

Envoll-Students in Your Co-Op Program (J-3)

Directions: Indicate the level of the teacher's accomplishment by placing	
an X in the appropriate box under the LEVEL OF PERF MANCE heading.	Date
if, because of special rumstances, a performance component was not	
applicable, or Impossible. execute, place an X in the N/A box.	Resource I

Date

Besource Person

LEVEL OF PERFORMANCE

		NE	None	Post	F. 3/1	Sood Esterilen
1.	In providing interested students with resource materials or occupational opportunities, the teacher: a. maintained a file of current materials on occupational opportunities					
	b. conducted orientation sessions on the use of these materials					
	c. devised a system for making these materials easily accessible					
2.	In gathering student data, the teacher utilized the following sources and techniques: a. student's application form					
	b. cumulative school record c. Interviews with the student and his/her parents					
	d. recommendations from other teachers					
	e. recommendations from former employers	Ш	Ш	لـا	Ш	
	f. standardized tests to determine aptitudes, occupational aptitudes, and interests					
	g. assistance and recommendations from guidance staff	Ш	Ш		Ш	
	h. á form such as the Action Checklist for keeping track of the completion of the data-gathering steps					
3.	The teacher placed records of these data in the student's file					



			FIF	≯ o°	40°	4	og og	Excelle,
4.	In a.	identifying prospective students, the teacher: assembled and summarized all the data						
	b.	summarized in a way which was consistent with the actual data						
	c.	analyzed and interpreted the data on the basis of the established entry criteria					6	
	d.	consulted the guidance or other professional staff in interpreting the data					*	
	e.	made final decisions based on the entry criteria						
5.	Th	ne teacher sent letters of acceptance or non-acceptance						
		explained the reasons for non-acceptance or acceptance						
	b.	were tactful						·
	c.	were well written						1

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).



ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency In a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each medical always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews precediff each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

 that you do not have the competencies indicated, and should complete the entire module

 that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)

 that you are already competent in this area, and ready to complete the final learning experience in order to "test out"

 that the module is inappropriate 'n your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation... refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Atternate Activity or Feedback ... refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty... refers to a specific area of preparation within a vocational service are (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback... refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Resource Person ... refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student...refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Ares... refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A...The criterion was not met because it was not applicable to the situation.

None... No attempt was made to meet the criterion, although it was relevant.

Poor....The feacher is unable to perform this skill or has only very limited sollity to perform it.

Fair... The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform to Good... The teacher is able to perform this skill in an effective manner.

Excellent ... The teacher is able to perform this skill in a very effective manner.



Titles of The Center's Performance-Based Teacher Education Modules

	ory A: Program Planning, Development, and Evaluation	E-5	Provide for Student Safety	
\ −1	Prepare for a Community Survey	E-6	Provide for the First Aid Needs of Students	
	Conduct a Community Survey	Ē-7	Assist Students in Developing Self-Discipline	
\ −3	Report the Findings of a Community Survey	E-8	Organize the Vocational Laboratory	
-4	Organize an Occupational Advisory Committee	E-9	Manage the Vocational Laboratory	
-5	Maintain an Occupational Advisory Committee	Cated	jory F: Guidance	
6	Develop Program Goals and Objectives	_		
7	Conduct an Occupational Analysis	F-1	Gather Student Data Using Formal Data-Collection Technique	
3	Develop a Course of Study	F-2 F-3	Gather Student Data Through Personal Contacts Use Conferences to Help Meet Student Needs	
•	Develop Long-Range Program Plans	F-4	Provide Information on Educational and Career Opportunities	
0 1		F-5	Assist Students in Applying for Employment or Further Education	
	Dry B: Instructional Planning	Categ	pory G: School-Community Relations	
1	Determine Needs and Interests of Students	G-1	Develop a School-Community Relations Plan for Your Vocations	
2	Develop Student Performance Objectives		Program	
3	Develop a Unit of Instruction	G-2*		
i	Develop a Lesson Plan	G-3	Develop Brochures to Promote Your Vocational Program	
5	Select Student Instructional Materials	G-4	Prepare Displays to Promote Your Vocational Program	
	Prepare Teacher-Made Instructional Materials	G-5	Prepare News Releases and Articles Concerning Your Vocations Program	
_	C: Instructional Execution	G-6	Arrange for Television and Radio Presentations Concerning You	
	Direct Fleid Trips	~ ~	Vocational:Program	
?	Conduct Group Discussions, Panel Discussions, and	G-7	Conduct an Open House	
	Symposiums	G-8	Work with Members of the Community	
3	Employ Brainstorming, Buzz Group, and Question Box Techniques	G-9 G-10	Work with State and Local Educators Obtain Feedback about Your Vocational Program	
4	Direct Students in Instructing Other Students			
i	Employ Simulation Techniques		jory H: St. Jent Vocational Organization	
3	Guide Student Study	H-1	Develop a Personal Philosophy Concerning Student Vocations	
	Direct Student Laboratory Experience	H-2	Organizations Fitablish a Student Vesstional Organization	
	Direct Students in Applying Problem-Solving Techniques	H-3	Establish a Student Vocational Organization Prepare Student Vocational Organization Members for	
	Employ the Project Method	1Q	Leadership Roles	
0 1	Introduce a Lesson	H-4	Assist Student Vocational Organization Members in Developing	
2	Summarize a Lesson Employ Oral Questioning Techniques		and Financing a Yearly Program of Activities	
	Employ Reinforcement Techniques	H-5	Supervise Activities of the Student Vocational Organization	
	Provide Instruction for Slower and More Capable Learners	H-6	Guide Participation in Student Vocational Organization Contests	
		Cated	ory I: Professional Rolé and Development	
i	Demonstrate a Manipulative Skill	i-1	Keep Up-to-Date Professionally	
7		i~2	Serve Your Teaching Profession	
		i-3	Develop an Active Personal Fhilosophy of Education	
9	Employ the Team Teaching Approach	i-4	Serve the School and Community	
ز	Use Subject Matter Experts to Present Information	i-5	Obtain a Suit ble Teaching Position	
1	Prepare Bulletin Boards and Exhibits	I - 6	Provide Laboratory Experiences for Prospective Teachers	
2	Present Information with Models, Real Objects, and Flannel	I7	Flan the Student Teaching Experience	
1	Present Information with Overhead and Opaque Materials	I-8	Supervise Student Tecchers	
4	Present information with Overnead and Opaque Materials Present Information with Filmstrips and Slides	Cated	pory J: Coordination of Cooperative Education	
5 ·	Present Information with Films	J-1	Establish Guidelines for Your Cooperative Vocational Program	
3	Present Information with Audio Recordings	J-2	Manage the Attendance, Transfers, and Terminations of Co-O	
7 5	Present Information with Televised and Videotaped Materials	J-2	Students	
28	Employ Programmed Instruction	J-3	Enroll Students in Your Co-Op Program	
	Present Information with the Chalkboard and Flip Chart	J-4	Secure Training Stations for Your Cc-Op Program	
go	Pry D: Instructional Evaluation	J-5	Place Co-Op Students on the Job	
,,,,,		J-6	Develop the Training Ability of On-the-Job Instructors	
	Establish Student Performance Criteria Assess Student Performance: Knowledge	J-7	Coordinate On-the-Job Instruction	
	Assess Student Performance: Attitudes	J-8	Evaluate Co-Op Students' On-the-Job Performance	
	Assess Student Performance: Skills	J-9	Prepare for Students' Related Instruction	
	Determine Student Grades	J-10	Supervise an Employer-Employee Appreciation Event	
	Evaluate Your Instructional Effectiveness		TED PUBLICATIONS	
ge	ory E: Instructional Management.		nt Guide to Using Performance-Based Teacher Education	
	Project Instructional Resource Needs		erials arce Person Guide to Using Performance-Based Teacher	
	Manage Your Budgeting and Reporting Responsibilities		cation Materials	
}	Arrange for Improvement of Your Vocational Facilities		to the implementation of Portomance-Rased Teacher Education	
	Arrange for improvement of Your Vocational Facilities Maintain & Filing System	Guide	to the implementation of Performance-Based Teacher Education rmance-Based Teacher Education:	

For information regarding availability and prices of these materials contact-

